

St Mary MacKillop

Compassion ~ "Be of good heart" (St Mary MacKillop 1876)

NEWS

INSIDE

Vision

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

Mission

At St Mary MacKillop College we are people who affirm the dignity of every person, who act with respect and compassion, who reverence relationships, who have hearts for generosity and forgiveness.

We celebrate our Catholic identity.

We respect the unique dignity, faith and gifts of each person.

We value learning, aspiration and connectedness and we work together to create a positive future.

FROM THE PRINCIPAL

Dear Parents, Guardians and Friends,

With all that has happened over the past eleven school weeks, it is hard to believe that we are at the end of Term 2 and ready for two weeks of holidays. I have written many times of my thanks to the staff, students and parents for your flexibility, resilience, and support during the term. Everyone is deserving of a well-earned rest over the next two weeks.

The increase in confirmed cases of COVID 19 in Melbourne is a reminder of how fragile this pandemic is, and that we cannot become complacent. If travelling during the holidays, please ensure that you are observing the health warnings and continue to physically distance from others and wash your hands regularly. At the end of the school holidays, if you have a student that is not well, please keep them at home. If they are presenting any of the following symptoms, please see a doctor and complete a COVID 19 test, if deemed necessary:

- Fever
- Cough
- Sore Throat
- Shortness of breath
- Fatigue
- Aches & Pains
- Headaches
- Runny or Stuffy Nose

School reports have been completed and are available to parents through the Parent Access Module (PAM). Please be aware that considerable adjustments have been made due to the long period of remote learning during Term 2.

Friday, 26 June 2020

- Faith Matters
- From the Deputy Principal
- Teaching & Learning
- Front Office School Holiday Hours

ABSENCE NOTIFICATION
PH: 5032 9771
Press 2

FUTURE EVENTS

JULY

- | | |
|-----------------------------|---|
| Mon 13th | First Day of Term 3
Year 7 2021 Enrolment
Applications Due |
| Tues 28th | Transition Day for
Grade 6 students |

AUGUST

- | | |
|--|-----------------------|
| Mon 3rd – Fri 7th | JJAMM Week |
| Wed 5th | Feast Day Mass |



FROM THE PRINCIPAL

More feedback can be read by checking the assessments in each students Learning Areas, also in PAM. If you would like to discuss any aspects of the report or feedback, please make contact with the relevant class teacher.

In Term 3 we will welcome Ms Chelsea Watson back to the school, as she returns from a period of leave after the birth of her third child. More details in regards to the changes to timetables for Term 3 will be provided in my letter to parents next week.

Enrolments for Year 7 2021 are steadily coming in. Please note that if you, or someone you know, is considering enrolling a child into Year 7 in 2021, the closing date for applications is Monday 13th July 2020. We are hopeful of running our Transition Day on Tuesday 28th July, however are planning a backup date just in case. If you know of a family that is considering an enrolment, and would like a tour, or would like their child to complete the Transition Day first, please ask them to make contact with Damien Hirst (dhirst@mackillopsh.vic.edu.au) to ensure that they receive a phone call to discuss their needs.

If you, or someone you know is hesitant to enrol due to their current financial situation, please make contact with me. All families that hold a Health Care Card receive an automatic reduction in their school fees and we have a Fee Assistance Scholarship that any family can apply to. I would hate to hear of students not enrolling due to the cost of education. No education is completely free, and our fees ensure an equitable and just environment for everyone.

I hope that you are able to find enjoyment in the current relaxed restrictions and hope that through sensible living we will see further relaxing of restrictions in the next few weeks.

Regards

Michelle Haeusler
Principal

SCHOOL BEANIES NOW AVAILABLE

Beanies can be purchased from the Front Office for \$14.50.

Get in quick, only while stocks last!!



FAITH MATTERS

As the term ends, we take time to reflect on what a different and challenging term it has been! Throughout it all, we have all learned to adapt to a new 'normal', some of which will continue as we move forward. It has been wonderful that the doors of our church have opened and some services, in a very restricted format, have been held. It will be wonderful once our school community can be together and celebrate liturgically! I have met with Fr. James a couple of times since he arrived and I know that he is keen to lead us at our masses.

Traditionally, at this time of the year, we would have held our Hearts and Hands Mass. In the lead up to this is our collection of donations to offer to our local St. Vincent de Paul chapter. This has been another casualty of our current restrictions, however, I am working towards an alternative, as the St. Vincent de Paul society is still in need of donations. I will provide details of early next term.

This year is also the 10th anniversary of Saint Mary MacKillop's canonisation. During JJAMM Week (August 3-7) we hope to be able to have our Feast Day Mass as well as other activities throughout the week. Again, we will need to wait to see what restrictions are still in place at this time.

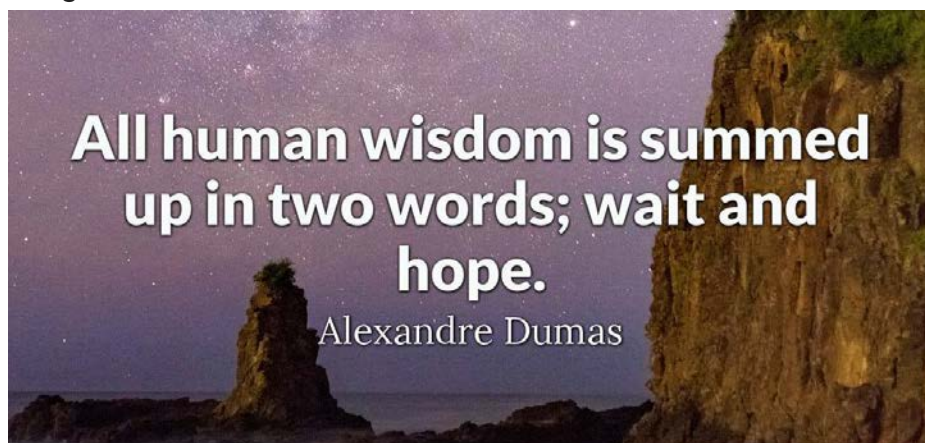
This term has very much had the theme of waiting. I know that sometimes I am not good at waiting or being patient, and this has really challenged me at times. I have felt uncomfortable in the new normal at times, but I have also been very grateful for the not so hectic schedule that life is!

Strengthen me by your word. May the words of the Psalmist be true of me, "I wait for the LORD, my soul waits, and in his word, I hope".

Help me to remain faithful in this place of waiting. Help me to serve you and live for you even in this crossroad of my life. Help me to wait as long as it takes.

Amen.

Alison Wright
Director of Mission



CAMPS, SPORTS & EXCURSIONS FUND

If you are a valid means tested concession card holder or are a temporary foster parent you may be eligible to apply for the Camp, Sports & Excursions Fund (CSEF). The allowance of \$225 (for eligible secondary school students) will be paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. As part of the Victorian Government's commitment to breaking the link between a student's background and their outcomes, the CSEF helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities that exist beyond the classroom.

Due to COVID-19, applications for CSEF in 2020 have been extended to Friday 24th July. If your circumstances have changed and you now have a healthcare or pension card, you may be eligible to apply. For more information, or to request an application form please contact the Front Office on 03 5032 9771. Applications must be signed and returned to the Front Office as soon as possible.

FROM THE DEPUTY PRINCIPAL

Our students are amazing

This term our students have experienced something unprecedented. Their resilience, their flexibility and their positivity has been amazing. Our school staff have been so proud of the way our students have adapted to the changes placed in front of them this term. Change is never easy and change without a certain destination or outcome is even more difficult. What has become apparent though is our students' ability to adapt, to rise to challenges and to support each other when things are uncertain.

Our parents are amazing

Parent support at St Mary MacKillop College is always strong but this term it has absolutely buoyed the staff. We deeply appreciate the way that parents have juggled family and work commitments to support their child in their learning. You have done a great job!

Our staff are amazing

This term we saw the true meaning of teamwork. All our staff, non-teaching and teaching spent much of the term a little outside their comfort zone with the one goal in mind - to keep our school community together and in touch with learning. This is of course alongside their own family commitments and personal challenges presented by remote learning. It has been a period of both change and growth and we are so grateful for the willingness of all our staff to adapt, to learn, to lean in to the challenge. Well done, you deserve a rest and some time with your family.

Term 3 is a chance to start fresh with uniform

This term our students have spent the majority of the term in casual clothes. On the return to school we made adjustments to our uniform requirements based on COVID restrictions.

We have spoken to students over the week and reiterated our expectations. Our uniform is one of the ways we express our communal identity. It is a way to indicate belonging and to develop habits of organisation and presentation, things that are asked of us as people outside of school experience. We expect our students to be well presented and in correct uniform.

- Skirts need to be hemmed to mid knee.
- Jumpers must be worn under the Winter Jacket - the jacket should not be worn instead of a jumper.
- Hair should be tied back.
- Students must be clean shaven.
- Only one pair of earrings are permitted.
- Black runners are not part of our Winter or Summer Uniform.

In Term 3 our Year 9 - 12 students who have PE will need to bring their PE uniform to school and change at school. We will be conducting additional cleaning of the Change Rooms.

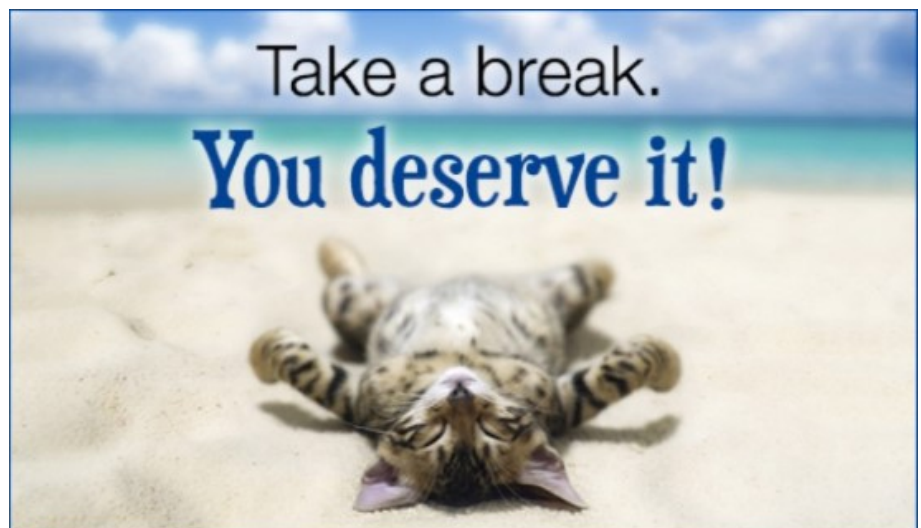
Hopefully the Term break will give families time to make any adjustments to skirts or purchase new uniform items before we return in Term 3.

Have a lovely break

I hope everyone in our community has a lovely holiday and finds time to recharge their batteries in the best way possible.

Catherine Howison

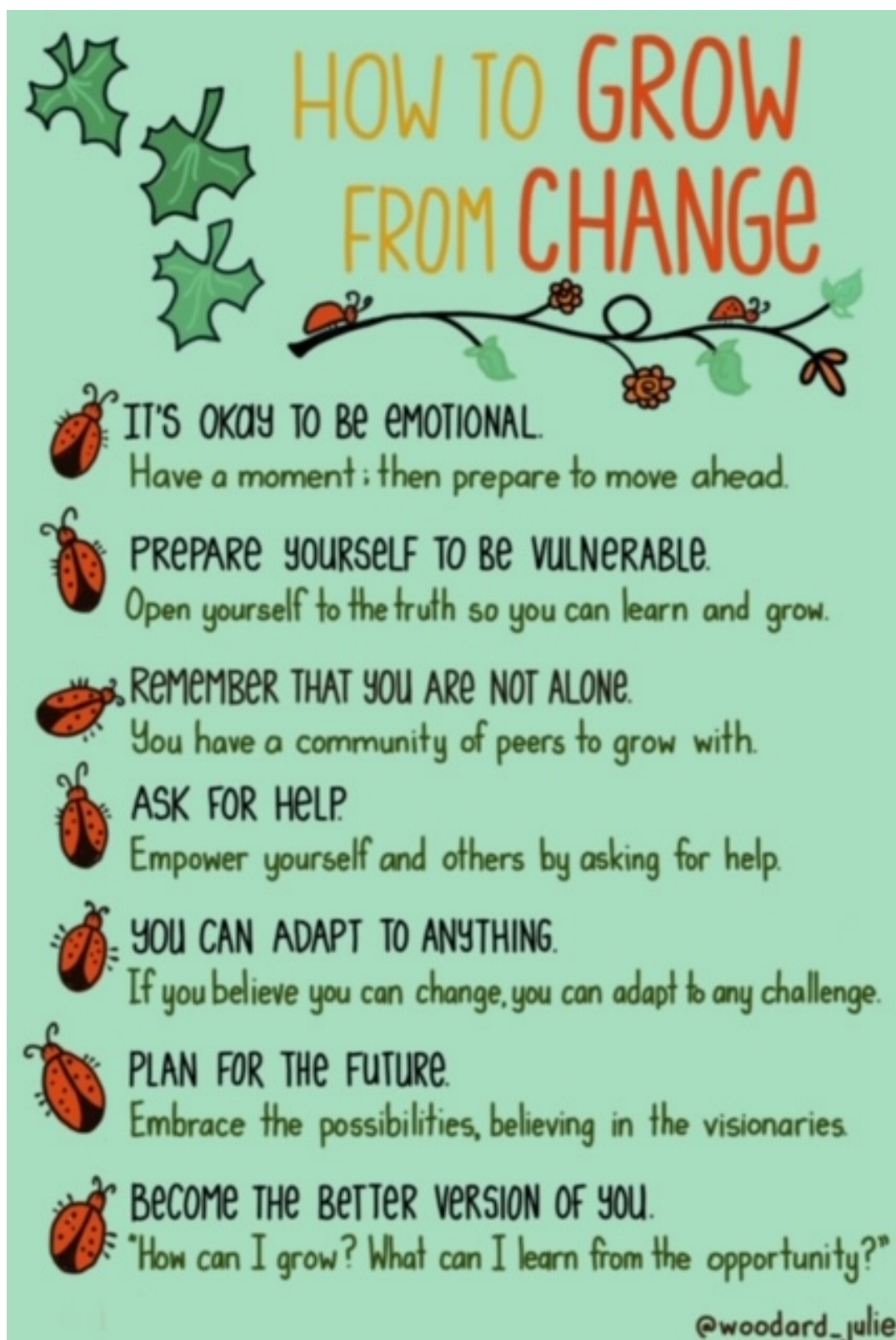
Deputy Principal



TEACHING AND LEARNING

In the blink of an eye we find ourselves at the end of another term, and what a term it has been! It has been a slightly longer term of 11 weeks, and a disjointed term. One of our College values is gratitude. I would like to take the opportunity to extend many thanks and heartfelt appreciation to our College community for their great support, patience and positivity throughout this challenging term. Recently I came across the interesting infographic below on 'how to grow from change'. We have experienced many changes throughout Term 2, and the points raised in this infographic may provide some food for thought as we enter Semester Two.

As a new staff member who has now been at the school for 6 months, I feel incredibly grateful to be part of a respectful, caring and connected community. I certainly hope all members of our community have a most relaxing holiday break. I hope our students return to school after the holidays refreshed and recharged to commence another exciting term of learning.



TEACHING AND LEARNING

Semester One Reports

At St Mary MacKillop College we recognise the importance of ongoing feedback to students about their academic progress. In light of this we have the Parent Access Module (PAM) where grades for assessment tasks are published and feedback is provided to inform students of their achievements and areas for improvement. We encourage students and parents to access the portal on a regular basis and to have conversations at home around their child's academic progress. End of Semester reports have now been completed and are available online via the Parent Access Module (PAM). I encourage parents and guardians to take the time to discuss these with your child.

To review detailed feedback on each assessment task, please refer to the individual subject Learning Area, accessible via PAM. Hardcopies of End of Semester reports will only be printed and posted home over the holidays if specifically requested.

If any parent is unable to access their child's report online, or does not receive their specifically requested hardcopy by the beginning of Term 3, please do not hesitate to contact the Front Office.

All Victorian government and Catholic schools now must use the Victorian Curriculum F-10 for determining achievement levels for students in Years 7 to 10. Schools are required to report on the achievement of all students including those with disabilities 'without exception'. The Victorian Curriculum achievement graphs contain some significant changes, with an explanation of new terms and codes under each graph. If you have any questions or concerns with the reporting of Victorian Curriculum levels for your child, please contact me in Term 3.

Please note: Some students who have a Personal Learning Program (PLP) may have an expected achievement level set which differs from their year level in some subjects. This will be explained in more detail at the parent's next PSG meeting with Mrs Sally Op't Hoog (Learning Diversity Leader).

Below is an explanation of the grading scale for assessment tasks:

Year 7 to 12

End of Semester Reports: Grading for Assessment Tasks

Assessments at **Year 7 – 12** use the following grading criteria:

VH (Very High):	All criteria addressed to a very high standard or 85 – 100%
H (High):	Most criteria addressed to a high standard or 70 – 84%
M (Medium):	Criteria addressed to a medium standard or 50 – 69%
L (Low):	Criteria addressed to a low standard or 30 – 49%
VL (Very Low):	Criteria addressed to a low standard or 14 – 29%
NE (Not Eligible):	Student is not eligible for a result due to: Non-submission of work by the due date; lowest standard not met; copying or; plagiarism; or below 14%
LS (Late Submission):	Late but Satisfactory
NA (Not Assessed):	Task Not Assessed
AB (Absence):	Absent for task

End of Semester Result:

S – Satisfactory. Assessment tasks completed.

N – Not Satisfactory. Insufficient work completed, or work below standard.

Grading Scale for Religious Education

Awakenings

Extensive Knowledge	All criteria addressed to a very high standard
Thorough Knowledge	Most criteria addressed to a high standard
Sound Knowledge	Criteria addressed to a medium standard
Basic Knowledge	Criteria addressed to a medium to low standard
Elementary Knowledge	Criteria addressed to a low standard
Not Eligible	Student is not eligible for a result due to: Non-submission of work by the due date; lowest standard not met; copying or; plagiarism.

TEACHING AND LEARNING

Changes to Years 7 to 10 Assessment for Term 2

As communicated earlier to families in the College newsletter, assessment tasks completed during Term 2 for Years 7 to 10 will be graded Satisfactory or Not Satisfactory under the heading of 'Term 2 Key Skills and Knowledge'.

Learning Conversations at Home

As mentioned above, we encourage parents to engage their child in conversations about their end of semester report and learning progress. The report should be read in conjunction with the feedback for assessment tasks that is available on PAM. Semester Two provides the perfect opportunity for students to 'begin again', to reflect on their learning from Semester One, to identify strengths and areas for improvement, and to set goals for the term.

What did you learn at school today? What are you enjoying most at school? What challenges are you facing with your learning? These open ended questions will hopefully generate some interesting insights into your child's experiences at school.

2021 Subject Selection Process

All students from Years 8 to 11 have now completed their initial subject selections for 2021. We have used the online Web Preferences system for several years now and it seems to work very effectively, but if you have any feedback or concerns please contact the Pathways team. Many thanks to our wonderful Pathways Team, Mrs Looney and Mrs Brady, for their work supporting our students in their subject selections and for all the administrative tasks involved in the process.

Once the final blocking of subjects to be offered in 2021 is completed late next term, all students entering Year 11 and Year 12 in 2021 will have subject counselling interviews in November. Parents or guardians are strongly encouraged to attend these interviews.

Year 7 and 8 Elective Changes for Term 3

Please note your new electives for Term 3:

7A - Art and Digital Technology

8A - Art and Digital Technology

7B - Drama and Food Technology

8B - Drama and Food Technology

7C - Health and Wood Technology

8C - Health and Wood Technology

7D - Music and Textiles

8D - Music and Textiles

Spotlight on Learning: Science

Science is one of the most important channels of knowledge. It has a specific role, as well as a variety of functions for the benefit of our society: creating new knowledge, improving education, and increasing the quality of our lives (Source: UNESCO).

I have always been fascinated by science. From medical research to flying, so much of what we come across in our daily lives is related to science.

My earliest memories of science was watching The Curiosity Show on the television. The emphasis of this program was on science. I remember being excited receiving four books based on the television series which meant I could try different experiments at home. These books were given a creative title based on the classical elements of earth, air, fire and water. Fast forward to the present and there are a variety of scientific television programs that cater for children and adults. MythBusters is a particularly interesting program, and it is not only educational, but humorous. Dr Karl Kruszelnicki also provides some fascinating insights into science in his appearances on the radio and television. We can access so much scientific information from the internet. A simple Google search for the 'greatest scientists of all time' or the 'greatest scientific achievements of all time' provides some fascinating reading. Science is always in the media, and we are currently hearing a lot about a vaccine for COVID-19.

TEACHING AND LEARNING

Science education in schools continues to develop. Our students use the Stile program which offers interactive and engaging online science lessons to support the work done in class. I think it is great that there are a range of online resources to support and engage our students as they learn science, and thereby making learning accessible. Tom Lehrer, an American musician, created a song which recites the periodic table of the chemical elements. This is available on YouTube. As a languages teacher I know the power of teaching Japanese through songs, and I wonder how many science students have found this song useful. Science provides rich opportunities for inquiry learning where students are able to investigate a problem, search for a solution, reflect, observe, ask questions and think creatively. These are 21st century skills we aim to develop in our young learners.

In recent years there has been a lot of discussion around STEM in education. STEM is an acronym for the disciplines of science, technology, engineering and mathematics, and is a vehicle for offering integrated learning in schools. On a recent walk around the school, Mrs Doherty invited me into her Year 10 Science class. Her students were engaged in a challenge to design a bird beak that can pick up as much seed as possible in 15 minutes. What a great STEM task for students to think about size and shape as they design their bird beak, as well as developing skills to work as a team.

National Science Week is held in August each year and provides an opportunity to celebrate science and technology across Australia. This year's theme is 'Deep Blue: innovations for the future of our oceans'.

Many thanks to the amazing team of science teachers we are blessed to have at the College. Your passion for teaching and learning ensures our students are provided with the best opportunities to develop their knowledge and skills in science.

Reading for Parents

Parents may find the following articles interesting reads over the holidays:

<https://reachoutaustralia.cmail20.com/t/ViewEmail/r/F077D444BC6D349A2540EF23F30FEDED/EB86486A98180ED66C90355EC3A18F23>

<https://theparentswebsite.com.au/andrew-fuller-how-not-to-get-ptsd-and-remain-relatively-sane/>

As we continue through winter and the cold weather, I hope everyone remains warm and in good health. I will finish this newsletter article with a prayer for winter.

We give thanks for the blessing of winter:
Season to cherish the heart.
To make warmth and quiet for the heart.
To make soups and broths for the heart.
To cook for the heart and read for the heart.
To curl up softly and nestle with the heart.
To sleep deeply and gently at one with the heart.
To dream with the heart.
To spend time with the heart.
Along, long time of peace with the heart.
We give thanks for the blessing of winter:
Season to cherish the heart.
Source: Michael Leunig's The Prayer Tree

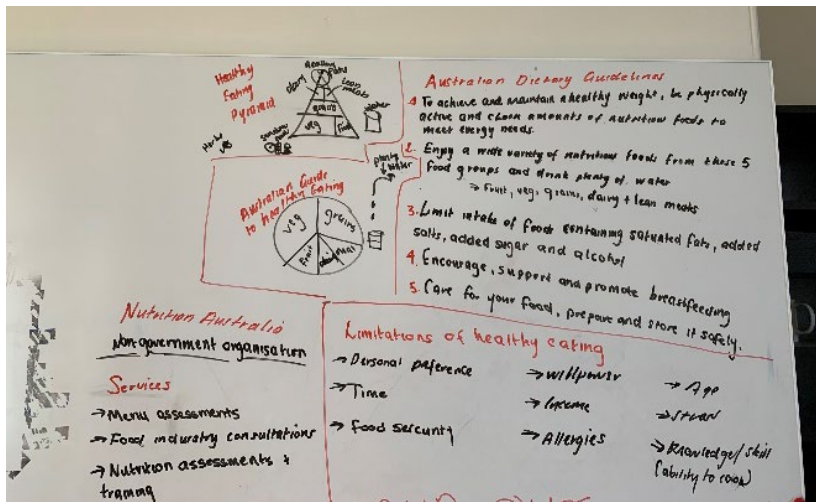
Nathan Lane

Deputy Principal Teaching & Learning



TEACHING AND LEARNING

What I learnt today at SMMC...



The kitchen in the Year 12 common room area has a huge whiteboard for visualising thinking



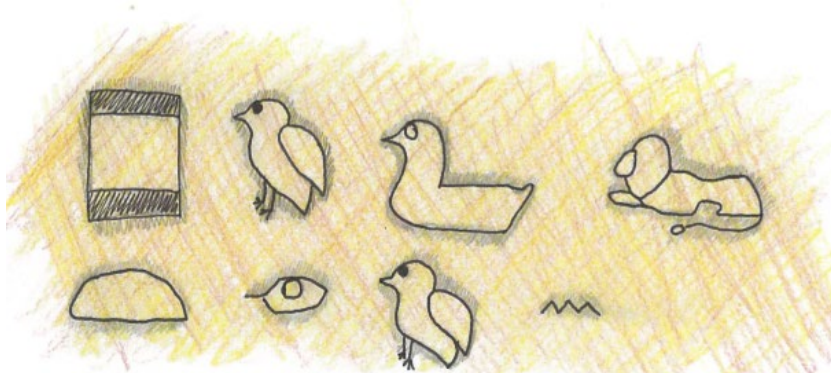
Lara Mancinelli presenting in Italian



Solomon House Liturgy



Year 7 Italian role-plays



Year 7 Egyptian Hieroglyphics by Paul Tran



Mrs Watt playing the virtual assembly to her class.



Future where...

- all students have the opportunity to succeed and achieve their personal best
- opportunities across global citizens
- Education is equidistributed to everyone
- Students learn the most important skills
- Business plans are given
- Students learn to be financially literate
- Students + staff feel that they "Belong"
- Students + staff are not determined by grades
- School is a place where we want to be
- personalized - for life - inclusive - creative
- learners enjoy learning for its own sake
- A school where every child has access to the resources, materials, and knowledge of our time
- the students have access to the resources, materials, and knowledge of our time
- where subjects are integrated & based in students' lives (or "competency based")
- all students learn in a way that meets their needs and achieve success
- students are happy to go to school and learn their learning in a variety of forms
- Staff and students are primarily happy and at school is a happy place and students are confident & content
- problem-based learning is @ the heart of lessons
- all students can succeed

St Mary MacKillop College staff
brainstorming the future of
education in small workshop groups

TEACHING AND LEARNING



Year 7 Art students enjoying painting



Mr Waterson's Year 9 Science class



Mrs Rogers playing the virtual assembly to her Literature class



Mr Crow's Year 8 Humanities class solving rebus puzzles



Solomon 1 having fun in our pastoral care lesson with the Spaghetti Marshmallow Challenge



VCAL WORK PLACEMENT



Name: Jack Holloway

Employer: Hepburn Agri Centre

Roles that you have undertaken:

- Minor maintenance on tractors
- Cleaning tractors
- Organising the yard
- Cleaning workshop
- Shifting equipment
- Picking up and dropping off supplies.

What do you like about the placement?

What I enjoy at my work placement is that I get work with different brands of the tractor/equipment and taking on challenges, plus I get show my work in professional matter to please the client/customer.

What have you learned so far from the placement?

What I have learned so far is that young minds are very helpful for some solutions but the older mind can provide life knowledge and better ways of understanding the job. I have taken that on board and put the advice to good use when working on major service on a tractor or combine.

03 5033 2416 | 97 Karinie Street, Swan Hill, VIC 3585

Hepburn Agri Centre

VCAL WORK PLACEMENT

Name: Jarrah Leathbridge

Workplace: Parent's farm

For the last 2 weeks, I have been doing my placement on my family farm which is 13 kilometres out of Lalbert. I am working alongside my Grandfather (Don), Father (Roby) and brother (Caledon).

Roles that you have undertaken:

The roles that were undertaken include welding gates for paddocks, helping Dad fix the header for cropping season, learning how to drive a versatile tractor during sowing season, filling the chaser bin with urea fertilizer and many more small jobs.

What do you like about the placement?

What I really liked about the placement was working alongside my family, as that made it so much more fun. Also having the opportunity to understand in more depth about how farming works. One more thing is that women are discouraged to join the farming industry but having a supportive family really has motivated my choice to pursue a career down this path.

What have you learned so far from the placement?

Things that I have learnt, or am learning include what type of chemicals crops need in order to survive morning frost and certain bugs, how much fertilizer is needed per crop, and how to fix a sprayer beam.



VISUAL COMMUNICATION & DESIGN

Year 11 students were inspired when they researched children's book illustrations from the 1950s and 60s. This was a time when commercial art or 'finished art' was a trade who worked beside graphic designers. Illustrators from this period had a keen eye and beautiful, slick brush work. Students used these illustrations to power their own ideas, and with the same techniques, were able to create a depiction of their favourite meal that visually connected to their family's cultural background.

Mr Jeremy Wood

Visual Communication & Design Teacher



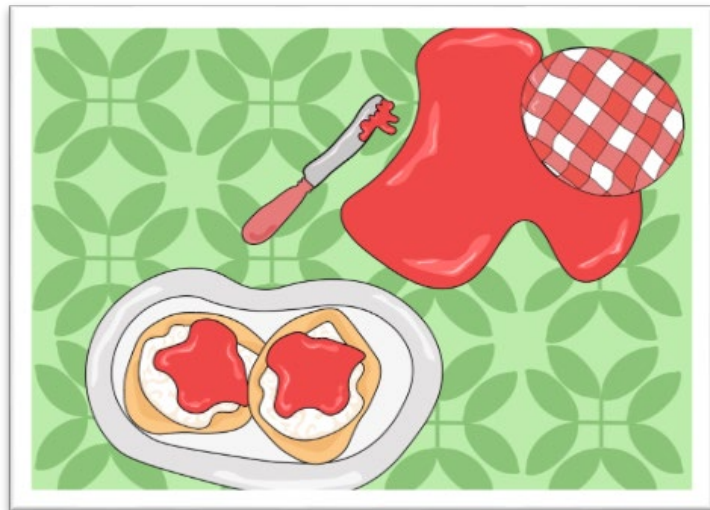
Michael Zambelli



John Hoare



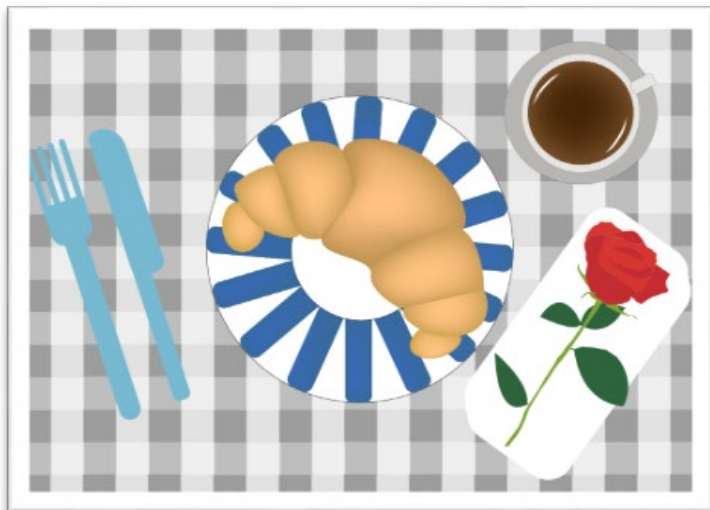
Claudia Free



Ellie Rollinson



Hayden Everett

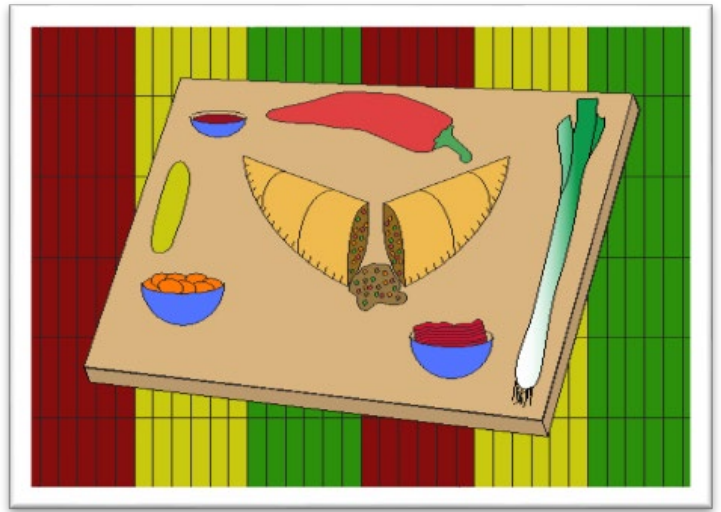


Hannah Storer

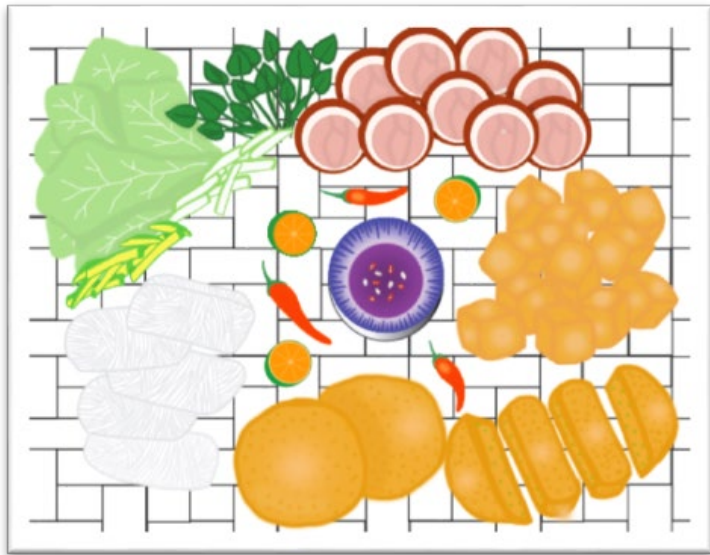
VISUAL COMMUNICATION & DESIGN



Tegan Bruton



Campbell Kelly



Thu Pham-Nguyen



Jayden Graham



Samuel Teasdale



Brahe Lorimer

What is it?

It is all about engaging men in health. The challenge of getting men engaged with health programs and services is not new. Men and boys face different health and well-being concerns. Mental Health Week is a clearly-defined event that focuses attention on men's health and well-being issues and stimulates health promoting activities at all levels.

Why have a week?

Men's Health Week is an opportunity to both acknowledge the differences in their health and to look for ways to improve the health and wellbeing of men and boys throughout Australia. It is an opportunity to celebrate men and boys, while making a positive impact in their lives.

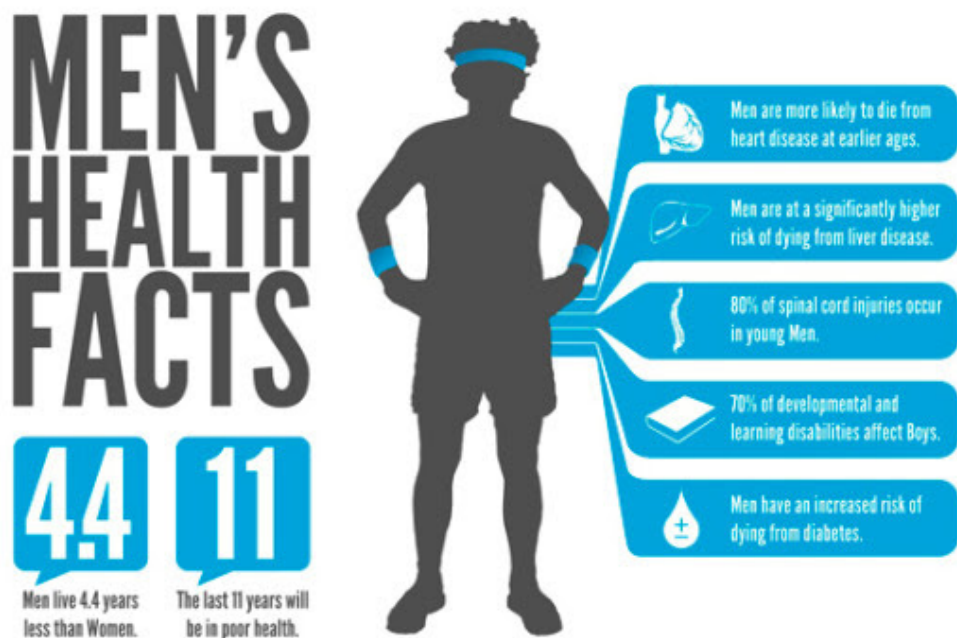
What's wrong with men's health in Australia?

Australian men are more likely to get sick from serious health problems than women, often due to a lack of early intervention and their mortality (death) rate is also much higher.

What can you do?

Check in with the males in your life
- Ask R U OK?

Familiarise yourself with which health screenings are necessary for each age group. Be proactive in encouraging the men and boys in your life to get regular check-ups.



Only 30% of a Man's overall health is determined by his genetics:

Having a Y chromosome is not an excuse for unhealthy lifestyle choices.

PHOTOHEALTH ABOUTUSCA MAN UP All statistics sourced from "A Roadmap to Men's Health: Current Status, Research, Policy & Practice 2019" published by the Men's Health Initiative of British Columbia.

eat. move. smile.
fruit & veg more often together



Swan Hill District Health
Connected Care. Best Experience.

SCHOOL HOLIDAY

OFFICE HOURS

OFFICE IS OPEN

MONDAY 29th TO FRIDAY 3rd

9am to 3pm

OFFICE IS CLOSED

MONDAY 6th TO FRIDAY 10th

NORMAL OFFICE HOURS RESUME

MONDAY 13th JULY

**Have a happy
holiday!**

JUNIOR FOOTBALL TRAINING

NOW TAKING PLACE ON THURSDAY AFTERNOONS (5:00PM)

Players must bring their own drink bottle

UNDER 12'S

UNDER 14.5'S

COLTS

For more information please contact
Brendan McIntyre 0408 339 274

#ARNSWANNERS



SCHOOL HOLIDAY NETBALL CLINIC SWAN HILL STADIUM



Thursday 2nd July 2020

9am - 11.30am: 7 - 11 yrs

12.30pm - 3pm: 12 - 15 yrs

Cost: \$45 per participant



Limited spaces available due to COVID-19 restrictions

Every participant receives a Netball
Book Online: www.juliecorletto.com

